



**MARYSVILLE PILCHUCK HIGH SCHOOL**  
Marysville School District  
Workshop Summary

Workshop #3  
Vision & Goals  
January 6, 2009

Submitted by:  
DLR Group  
BrainSpaces  
Architects for Achievement

During the third workshop, DLR Group, BrainSpaces and Architects of Achievement gathered the following members of the Concept Design Team to:

- Review Workshop #2 - Hopes and Concerns, Study Tours & Wiki Website.
- Conduct a Breakout Session to explore Guiding Principles.
- Present Group outcomes from the Breakout Session.

Those who attended Workshop #3:

Aaron Coe	Teacher, Teaching & Technical Academy
Amy Armstrong	Teacher, Pathways of Choice
Arden Watson	MEA President
Brian Kessler	Teacher, Pathways of Choice
Cindy Erickson	Board Member
Frank Monkman	Teacher/SLC Leader, Teaching & Technical Academy
Fred Dahlem	Principal, Pathways of Choice
Gail Miller	Assistant Superintendent
Glenn Owen	Teacher, Teaching & Technical Academy
Jennifer Ham	Teacher/SLC Leader, Teaching & Technical Academy
Jim Baker	Executive Director of Finance
John Bingham	Director of Capital Projects
Karen Epperson	Fine Arts Head, Pathways of Choice
Larry Nyland	Superintendent
Loretta Boerger	Science/SLC Leader, Pathways of Choice
Maureen Crumley	SLC Leader, Pathways of Choice
Ray Houser	Executive Director, Teaching & Learning
Ryan Hauck	Social Studies Department Head, Pathways of Choice
Shawn Stevenson	Principal, Teaching & Technical Academy
Susan Longstreth	Director, CTE
Tracy Suchan-Toothaker	Marysville Getchell Planning Principal Principal, Bio-Med Academy
Amy Yurko	BrainSpaces
Craig Mason	DLR Group
Kelley Tanner	DLR Group
Todd Ferking	DLR Group
Victoria Bergsagel	Architects of Achievement

#### Workshop #1

*Review Project Overview &  
Guiding Principles*

#### Workshop #2

*Visioning*

#### Workshop #3

*Confirmation of Vision & Goals*

#### Workshop #4

*Programming*

#### Workshop #5

*Program Confirmation*

#### Workshop #6 & #7

*Concept Charrette*

#### Workshop #8

*Concept Options & Costing*

#### Workshop #9

*Finalize Concept & Preliminary  
Ed Specs*

## **GUIDING PRINCIPLES 5.1**

The education specifications and concept design developed through nine workshops will be based upon the following Guiding Principles developed by the Marysville School District:

### **Relationships at the Center**

Students feel known, valued and inspired to perform at their highest potential. Collaboration (student-to-staff, student-to-student, parent-to-student) personalizes learning. Every student has an adult advocate who encourages high achievement. Positive relationships are promoted.

### **Focused Learning**

Student learning, starting with literacy, drives all decisions, including those related to instruction and construction. Purposeful teaching is responsive and challenges each student to meet or exceed district/ state standards. Hands-on, interest-based, collaborative experiences allow all students to experience success on a daily basis.

### **Identity-Purpose**

Each small learning community has a distinct, well articulated vision, mission and focus embraced by all and imbedded in the schools culture. This vision/purpose acts as the foundation for building design, curriculum, instructional approaches, and ongoing professional development. Students choose small learning communities reflective of their unique learning needs and interests.

### **Community**

School/community partnerships promote real-life learning experiences. Each student's cultural background and experiences are respected, valued and connected to the curriculum. Resources are equitably distributed to ensure success for every student. Students are connected to the community through internships, job shadowing and community projects.

### **Accountability**

Outcomes are specified and measured. Members of the school community work together, share expertise, employ data, and exercise leadership to ensure that student achievement is the intended result of all decisions. They retain primary responsibility, are provided with appropriate flexibility, and accept accountability for decisions. Parent/guardians partner in the responsibility for student engagement and success.

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### **BREAKOUT SESSION - GUIDING PRINCIPLES 5.1**

Participants were asked to break into small groups to create their definition of the Guiding Principle assigned to them & answer two related questions.:

- How does this student truly know this principle exists and is essential to their learning?
- How is this principle reinforced in the organization, activities, administration, operation and use of the school?

The small groups then presented their definitions. Below is a summary of what was presented:

Small Group Work Report Out:

Group 1 – Relationships at the Center:

- Cheers +
- Everyone has an opportunity and comfort level to contribute to the classroom (staff, students & parents)
- The school is an open book
- There are clear expectations that promote equality
- Current student is present
- Students move through a flexible experience of learning
- Community happens after school (community, staff, students)
- Flexible spaces
- Safe feeling
- Rules allow relationships to happen (Starbucks vs. Library)
- The student owns his or her own education.
- The teacher is a facilitator not “the sage on the stage”

Group 2 – Focused Learning:

- An environment that effects focus – Relaxing, Motivating
- Independent work
- Group work
- Flexible set up
- Collaborative workspace
- Space for multiple activities simultaneously
- Environments to promote activities without distractions
- Students can share work
- The ability to model focused learning
- The ability to post and leave it
- Continual reinforcement
- Room to post student work
- The ability for students to take ownership in their work and education
- Flip pads and headphones
- The ability to change and adapt the learning environment (hourly, daily, weekly)
- Technology: Access to it and access to grow it
- Personal feedback
- Engage the student: what is their world? (Technology, IPODS, etc.)
- Immediate access to resources/references
- Daylight/ windows

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Group 3 – Identity-Purpose:

- When I'm approaching campus I know where to go.
- Choices
- Students instantly have a sense of belonging (welcoming spaces- Student Commons)
- Spaces that build a community in a variety of ways that students connect to.
- Several various sizes of spaces for students to go and learn
- A multi-sensory atmosphere
- Student centered, respectful of student needs, inspiring and warm
- Students know how they are expected to learn here (subliminal messages)
- Students feel engaged on a variety of ways – inviting
- Learning resources are available where students need them
- Connectivity: to each other; to staff; to ideas and resources; between spaces; indoors and outdoors.
- Pathways are clearly visible
- Defined spaces that have purpose and obvious function
- Identity and pride
- Places for display of student work in a variety of forms/content/media

Group 4 – Community:

- Real life experiences
- Real life connections
- See community members in the school
- See teachers, administrators and all staff in each other's classrooms and other areas (provide an open learning environment)
- Students do not differ from adults
- Opportunities for resources to be accessible to all
- Opportunity to recognize that our school community is larger than just students and staff
- Welcoming
- Intentional invitations as well as an open door policy
- Students are able to see and be comfortable with people coming and going rather than causing a disruption to learning
- Students feeling comfortable, confident
- Articulated, visible, recognize the intentional decisions made re: management, teacher choices, etc
- All support taught, practiced

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Group 5 – Accountability:

- Times and places for connections
  - Checking in with adults, fellow students – a free-flowing day where students can go where they need in support of their learning (sign out to go to the restroom)
  - Both at the beginning of the day and seamlessly throughout (not advisory)
- Articulate what is expected of students
- Do what is expected of me because teachers(s) know what I need and what I need to be doing (Where I need support, where I need to be pushed)
- Clarity and confidence (what, where, when, how)
- Data holds us all accountable (teachers, students and other staff)
- Activities that build confidence. I am prepared for college and career success no matter what I choose.
- Structures in place (share what we and others need and work together to grow)
- Students have ownership and choices
  - Developmental & challenging
  - Managed choices differentiated by learner
- Parents feel welcome
- Adults in the “classroom” – it is normal for students to see parents in school or learning environment
- Presenting my work – what I’ve done or made
- Conversation is celebratory
- A community of learners encourages everyone- redefine success
- Comfortable furnishings – teachers converse with students on a couch or in comfortable chairs
- More conversations with adults.
- After connecting with my friends/partners, and then my teachers, I was able to focus and was confidently prepared for the tasks I would need to accomplish that day.
- After lunch my partners and I presented our learning to a panel of community leaders, experts in this field, mentors, teachers, students, and parents
- I walked onto campus and felt welcome, like it was my oasis. It was clean and cared for by all. Everyone showed that they really wanted to be there. I knew I needed to beat a trail to “the lodge” where I knew my learning partners would be there waiting for me. I spotted my teachers, made eye contact, as we knowingly agreed that I would connect with them soon.

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Here is the presentation that was given by DLR Group, BrainSpaces and Architects of Achievement during Workshop #3.

## Like Captured Fireflies

by John Steinbeck

In her classroom our speculations ranged the world.  
She did not tell, she catalyzed a burning desire to know.  
Under her influence, the horizons sprung wide,  
Fear went away and the unknown became knowable.  
But most important of all, the truth, that dangerous stuff,  
Became beautiful and very precious.

She aroused us to shouting, book waving discussions.  
Every morning we came to her carrying new truths,  
New facts, new ideas  
Cupped and sheltered in our hands like captured fireflies

When she went away a great sadness came over us  
But the light did not go out.  
She left her signature on us, the literature of the teacher who writes  
on children's minds.  
I've had many teachers who taught me  
soon-forgotten facts,  
But only a few like her who created in me  
A new thing, a new attitude and a new hunger.

I suppose that to a large extent I am the  
Unsigned manuscript of that teacher.  
What deathless power lies in the hands of such a person.  
What deathless power.

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# MARYSVILLE PILCHUCK HIGH SCHOOL CAMPUS

## workshop #3 – 12.17.08



Architects  
of Achievement  
DESIGNING SCHOOLS THAT WORK FOR ALL STUDENTS



STARK  
DESIGNING SCHOOLS THAT WORK FOR ALL STUDENTS



DLR Group

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## workshop 3 agenda

1. **Welcome**
2. **Workshop 2 review**
  - Hopes & Concerns
  - Study Tours
3. **Breakout Session**
  - Small Group Work: Guiding Principles
  - Report out
4. **Conclusion**
  - Summary
  - Homework

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## introductions

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### Ed Specs & Concept Design Team

Aaron Coe	Glenn Owen	Maureen Crumley
Amy Armstrong	Jennifer Ham	Pete Lundberg
Arden Watson	Jim Baker	Ray Houser
Brian Kessler	John Bingham	Ryan Hauck
Cindy Erickson	Karen Epperson	Shawn Stevenson
Frank Monkman	Kyle Kinoshita	Susan Longstreth
Fred Dahlem	Larry Nyland	Tracy Suchan-Toothaker
Gail Miller	Loretta Boerger	

### Other:

Amy Yurko (BrainSpaces)	Todd Ferking (DLR Group)
Craig Mason (DLR Group)	Victoria Bergsagel (Architects of Achievement)
Kelley Tanner (DLR Group)	Mike Casey (MSVL)



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## your hopes & concerns

(loosely categorized)

process

precedents

places

parameters

potential

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## process: (planning & design)

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### hopes

- Continue energy and excitement of previous work into this process
- Clarify what "21st century" education is and means for MPHS
- That great ideas can be implemented
- Great conversations, exciting, energizing
- Balance / give & take
- Maintain open minds, agility in design and mindset
- Invigorated by the process
- Recognize the need to do it right
- Be fearless

### concerns

- How to share within this group and the larger context. How do we grow the conversation?
- Keep things positive - foster buy-in
- Lack of teacher, parent, admin and community buy-in
- Can't go far enough, fast enough
- Run out of time - need to make the most of it
- Community buy-in on whole idea (who may not believe that students and staff deserve new environment)
- being afraid to do what's right

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## precedents: (tours & examples)

### hopes

- To see great ideas from tour teams - staff input, flexible spaces for long-term use and space evolution
- Take lessons learned from the study tours and carry them from teaching/learning, administration and community
- The study tours showed how students were engaged, excited and respectful
- That we can adapt what we saw on the study tour (vs. just copy)
- Tailor good ideas from tours into specifics

### concerns

- That we just don't copy what we have seen on the study tours, virtual tours and other example schools

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## places: (educational environments)

### hopes

- Relationships - student and teacher collaboration spaces
- Provide collaboration space for teachers
- Link physical environments to shaping student and staff attitudes, expectations and good behavior.
- To build for flexibility, team teaching, etc. Open into bigger spaces
- Beautiful, connected to nature
- Variety of common areas for variety of collaboration, display...celebrate student work
- Find space for a 4th middle school for 600 students each. Also consider location and neighborhood.

### concerns

- Take into account the human ability and need to comprehend/absorb information in this age of high tech speed. Needs to be humanized.
- "Moving targets" with SLC identities might confuse process. Need flexibility to accommodate new SLCs over time
- Articulate vision for "Pathways" SLC so that structure will support it
- Obsolete over time
- Building transcends time and technology.
- Concern that mid-level will be left out.

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## parameters: (existing conditions)

hopes	concerns
<ul style="list-style-type: none"><li>• “Silk purse out of a sow’s ear” - that we can overcome limitations of our existing building</li><li>• recognize/uncover the value of portions of the existing campus</li><li>• District to continue facility work</li></ul>	<ul style="list-style-type: none"><li>• Economics / costs / budget limitations (3)</li><li>• Being overwhelmed by limitations of existing campus</li><li>• “throwing the baby out with the bathwater”</li></ul>

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## potential: (raising the bar for MPHS)

hopes	concerns
<ul style="list-style-type: none"><li>• Inspirational to students and staff.</li><li>• Find ways for students &amp; staff to reach higher</li><li>• Link physical environments to shaping student and staff attitudes, expectations and good behavior.</li><li>• Create kind of environment that inspires energy and collaboration.</li><li>• to think beyond what we think we can accomplish</li><li>• To design a school to support all of the above.</li><li>• to leave no one behind</li></ul>	<ul style="list-style-type: none"><li>• In this age of high tech speed, need to be humanized.</li><li>• Obsolete over time</li><li>• Building should transcend time and technology</li></ul>

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## study tour review

additional thoughts/comments?

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## explore the guiding principles

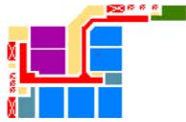
“There is one thing worse than not being able to see.  
Being able to see, but having no vision.”

- Helen Keller

## translations

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School for the Physical City, New York, NY  
Rothzold Kaiserman Thomson & Boe



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## small group work

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small group activity

### **Group 1: Relationships at the Center**

Students feel known, valued and inspired to perform at their highest potential. Collaboration (student-to-staff, student-to-student, parent-to-student) personalizes learning. Every student has an adult advocate who encourages high achievement. Positive relationships are promoted.

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small group activity

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### Group 4: Community

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small group activity

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Visualize your group's assigned Guiding Principal.

Follow a student through his/her school day at MPHS:

How does this student truly know this principle exists and is essential to their learning and to the organization, activities, administration, operation and use of the school?



## group reporting & summary

Finalize Concept & Preliminary Ed Specs

## small group summary **1**

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homework

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happy holidays!

Here are the meeting minutes:

- Dr. Nyland gave a brief presentation on Potential Bond Costs for 2010 and Facilities Overview (January 2008. We looked at the different planning/costing options for the upcoming bond.
- Questions for Dr. Nyland:
  - January 26th – Board mtg
  - February 12th – final Facilities meeting: goal have the options narrowed down to some kind of final directions
  - Is one of the goals to have MPHS comparable with MGHS campus? Yes.
  - Would we have a hard time to have voters pass something that is modular, not comparable to MGHS campus? Our will they think it is a good alternative in this economy?
  - New construction is about 20% state-match (get 20 cents back out of \$1). Modular is cost 60 cents/\$1.
- Craig – next meeting set for 1/27/2009 2:30-6:30pm. Cindy asked if we could get a facilities committee update. Craig – yes we will keep you updated.
- Amy began an overview/recap of Workshop #2, specifically a review of expressed Hopes/Concerns)
- Breakout Session
  - Large group broke out into 5 smaller groups that each looked at one GPs.
  - Report Out:
  - See flip charts
- Homework – books distributed and homework assignment was given (read books and tell us how what your reading relates to education today at MPHS and/or the GPs).

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End of Workshop #3

*Next meeting:*

*Workshop #4 - Programming*